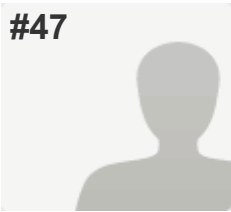


#47

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 21, 2016 2:32:22 PM**Last Modified:** Tuesday, June 21, 2016 2:39:16 PM**Time Spent:** 00:06:53**IP Address:** 96.31.30.33

PAGE 2

Q1: Name of School District:	MOC-Floyd Valley CSD
Q2: Name of Superintendent	Russ Adams
Q3: Person Completing this Report	Russ Adams

PAGE 3

Q4: 1a. Local TLC Goal

Goal #1 = Attract able and promising teachers and offer professional development opportunities. Goal #2 = Retain effective teachers by providing enhanced career opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)	Fully Met
------------	-----------

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Staff Retention Rates:

2010=96.4%, 2011=91%, 2012=97.3%, 2013=91.2%, 2014=98.3%, 2015=95.8%, 2016=97.5% (7 yr. average = 95% half of departures = separation & half retirements)

Separations for 2016 = 1 retirement, 1 moving into administration, 1 taking position in town where she lives.

Mentoring & Induction Surveys

Mentees were surveyed at the conclusion of the first semester and at the conclusion of the school year. They were asked seven questions dealing with the effectiveness of the mentoring relationship in assisting with the transition to teaching/teaching at MOC-FV, the focus on continuous improvement, professional collaboration & support, individual professional learning/growth, and adequate frequency of interaction. In all cases, the mentees felt their support was either effective or very effective. Suggestions for improvement most often requested more time for reflection with mentors.

Teacher Satisfaction Surveys (All Staff)

All teachers completed a Teacher Satisfaction Survey based upon the work of the Gallup Organization around the core elements needed to attract, focus and keep the most talented employees. Data was broken down by building, and by years in the District. Overall, staff feel they have the resources and support needed, their gifts are utilized each day, they receive recognition and praise for doing good work, their co-workers care about them, their administrators care about them, their persona miss and values align with the organizations, their co-workers are committed to doing quality work, they receive feedback that helps them at work, they have the opportunity to learn and grow, and their contributions make a positive difference in the lives of their students.

Based upon the data, we will work to allow for staff opinions to be heard on a greater level and provide more feedback. The data from this survey was very helpful in considering efforts in each specific building.

We feel very positive about the climate of our teachers, new to the profession or district, as well as veterans in the district. As we continue with the TLC structures we have in place, we expect this to become even more positive as teachers have the opportunity to support and learn from one another.

Q7: 2a. Local TLC Goal

Goal #1 = Promote collaboration by developing and supporting opportunities for teachers to learn from each other.
Goal #2 = Review measurements used to monitor impact and effectiveness.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Teacher Leaders were surveyed regarding their roles and the impact they made. Teachers were also surveyed regarding the impact of our professional development efforts. In all cases, feedback was very positive.

PLC Team Leaders

A large part of our professional development and teacher leadership centered on our professional learning teams.

94% of our PLC Team leaders felt their experience as PLC team leaders was meaningful or very meaningful.

81% of our PLC Team Leaders felt their work had an adequate or significant impact on district professional development.

100% of our PLC Team Leaders felt their work had an adequate or significant impact on student learning.

100% of our teachers felt that our PLC work supported the goal of raising achievement for all students while closing the achievement gap across demographic subgroups. 30% felt this occurred frequently.

Building Level Technology Coaches

All of the BLTC's felt they had an adequate impact on assisting with integration of technology into the teaching and learning process. They felt they were able to very effectively collaborate with the technology instructional coach to serve their respective buildings. They felt they were effective in facilitating connections between teachers to expedite the integration of technology into the teaching and learning process. Teachers reported much gratitude for the role of the BLTC's and the technology instructional coach.

Curriculum Team Leaders

All CTL's continued in their roles. We will be expanding our science CTL's to assist with the implementation of the NGSS. All CTL's had a meaningful experience in their roles. They felt their impact on district PD was adequate and their impact on student learning was adequate. These were the least defined roles and we had good feedback from team members. Expectations for next year have been refined.

93% of Staff felt that curriculum team work positively impacted teaching and learning. 21% felt this occurred frequently.

Instructional Coaches

These four full-time teacher leaders had a powerful impact in the District!

16 reported working directly with coaches frequently, 30 reported working directly with the coaches occasionally. All staff worked with coaches in their roles as professional development leaders.

Some comments from staff:

"I was treated as an equal and we worked together for the improvement of instruction and assessment for all students within my classroom."

"Good conversations to focus on a specific goal for student learning. She jumped right in to help with planning and instruction."

"They gave excellent feedback and support on the data scores. Also helped decide on next steps for struggling students."

"One thing that Dave did that was probably most impactful was showing us how to use Geogebra more intentionally in our instruction. But also communicating to us how students are introduced to certain topics in the earlier grades."

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Curriculum Team Leaders - We have 7. All are returning in these roles. We are adding one more.

PLC Team Leaders - We had 21, we will have 23 next year. Five of these leaders are new to the role. Two of these leaders are filling newly opened positions. One of the previous PLC team leaders left the district to serve as an administrator.

Building-Level Technology Coaches - We have 4. Two are new to the position and two are returning in the roles. One of the previous coaches left the district to serve as an administrator.

Instructional Coaches - All four of these teacher leaders are returning in the same roles.

Mentors - Five mentors will continue their work for a second year with their mentors. Two mentors will continue their work with new staff members. Three mentors will be serving in this role for the first time.

Instructional Rounds Leaders - We will again conduct instructional rounds eight times throughout the year. During each Rounds visit we will have a teacher from each building participating. These individuals have not been selected yet as we have not yet determined our focus for rounds.

Q13: 4a. Local TLC Goal

Improve student achievement by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Instructional Rounds:

We conducted 2 instructional rounds visits per building. Data gathered reinforced the importance of our professional development and collaboration efforts, and caused us to clarify and strengthen our expectations and instructional practices. The areas of focus were as follows:

Elementary: September = Student-centered routines, procedures and instructional practices

April = Mathematical Thinking and problem-solving strategies

Middle School: October & March = Higher Order Thinking Tasks and Questioning

High School: December = Interaction Sequence and Higher Order Questions

May = Higher Order Tasks & Higher Order Questions

Skills Iowa data was collected for 6th and 8th grade reading. The percent meeting grade-level standards increased from Fall to Spring in all tests (Fiction, Non-Fiction Social Studies, & Non-Fiction Science)

Iowa Assessments:

When comparing grade-level data, there was very little change in proficiency levels from year to year. Below are overall proficiency levels for reading and math for the past two years:

Proficiencies Reading '15/Math '15/Reading '16/Math '16

Grade 2 97%/95%/88%/90%

Grade 3 94%/88%/93%/95%

Grade 4 87%/89%/92%/88%

Grade 5 89%/85%/89%/84%

Grade 6 79%/83%/81%/87%

Grade 7 86%/94%/80%/88%

Grade 8 88%/90%/84%/89%

Grade 9 91%/86%/97%/86%

Grade 10 94%/82%/90%/85%

Grade 11 89%/92%/90%/87%

We drill down by subgroups as well. There was little change in proficiency levels for these groups. This was true when comparing grade levels as well as comparing students across years.

AIMS-WEB & FAST

Staff members utilized data throughout the year to track student progress and determine which interventions best served individual students. Some teachers are naturally better at this than others, so the collaborative work among teachers and with the instructional coaches was integral in our progress.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

PAGE 5

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

There are several small changes that we feel will help increase our effectiveness.

- 1) Now that we have established positive, trusting relationships with the instructional coaches, we will be more intentional, and in some cases directive about providing specific coaching cycles.
- 2) We have provided more clarity to the curriculum team leader's responsibilities and designated eight of our 2-hour professional development sessions to curriculum work.
- 3) We have restructured our professional development schedule to allow PLC teams to meet in 2-hour blocks of time instead of 1 hour blocks of time.
- 4) We have added a Spanish/ELL PLC team leader.
- 5) Due to the implementation of the Next Generation Science Standards, we have split the 6-12 science team leader so that one will work with 6-8 teachers and the other will work with 9-12 teachers.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The level of professional collaboration in our district continues to grow. We have two literacy instructional coaches, a math instructional coach, and a technology instructional coach. Their impact was significant.

Below are some staff comments regarding their work with the instructional coaches:

"I was treated as an equal and we worked together for the improvement of instruction and assessment for all students within my classroom."

"They gave excellent feedback and support on the data scores. Also helped decide on next steps for struggling students. Michelle gave great support with some of my struggling students. They loved going to her to help them find the perfect book. I saw great results from the ideas she had for these students. It made it easier for me to not only focus on the struggling students but I could then help many more in my class advance knowing she could help some too."

"It was great when Dave would come in for lessons. I also really enjoyed doing a round with Michelle for phonics. It was good to have someone to bounce ideas off of and it also was great to have her help in designing some new assessments. She was also very helpful in helping me to differentiate my students work so that each group was being stretched."

"Having Sandy meet with the high school PLC teams each week was VERY beneficial. I would strongly recommend that we continue that in our PLC time next year."

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.